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*The*  
**NATIONAL ASSOCIATION  
OF CORPORATION SCHOOLS**  
**Bulletin**

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\$2.00 For a Year

Volume II

November, 1915

**Drop Polite Learning—Teach Civic Duty**

*By* President Churchill, New York Board of Education

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**Association Activities**

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**Education in Central and South America**

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**Training Men with Reference to Promotion**

*By* George M. Basford

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**Rural School Consolidation in Indiana**

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**Collects Data on Industries**

Interesting Survey for High School of Anderson, Indiana

**PUBLISHED BY ORDER OF THE  
EXECUTIVE COMMITTEE**

# The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

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## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employe; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

### *From the Constitution—Article III.*

SECTION 1.—Members shall be divided into three classes: Class A (Company Members) Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employes. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

### *From the Constitution—Article VII.*

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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# The National Association of Corporation Schools

## Bulletin

Published by Order of the Executive Committee  
Edited by F. C. Henderschott, Executive Secretary

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November, 1915

No. 11

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### **TRAINING IMPERATIVE FOR TRANSPORTATION EFFICIENCY**

Mr. George M. Basford, of whom there is none more competent, has contributed another timely article on the subject of "training young men with reference to promotion." Mr. Basford has devoted his life to railroading and knows the transportation "game" from a to z. When he speaks he is regarded as an authority.

Transportation is one of the five great sub-divisions of business. The degree of efficiency with which this branch of industry is carried on has a vital bearing on the position of a nation industrially. Mr. Basford states without any qualifications that the "training of employes of railway systems pays, and pays handsomely."

Mr. Roy V. Wright, Managing Editor of the *Railway Age Gazette*, gives his stamp of approval to what Mr. Basford has written. Mr. Wright believes that railroading must be made more attractive to ambitious young men. Mr. Wright concludes his article with this bit of advice, which should be taken seriously by the officials of our transportation systems: "That it is imperative from the standpoint of future efficiency and economy that each organization (transportation) should formulate and adopt a policy which will have the hearty support and backing of the executive officers as to the selection of men for the different jobs; the proper training of these men in order to make their efforts as effective as possible, and a comprehensive method of selecting men for promotion."

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### **SECONDARY EDUCATION IN THE LATIN STATES**

In this issue of the BULLETIN will be found an article on "Education in Central and South America." This article is timely, as the commerce of the United States is increasing and

must continue to increase with the Latin-American countries of the South.

The article deals mostly with secondary education, 'as it is this form of training which will influence to a greater degree the industrial efficiency of the Latin States. It will also be the major factor in determining the degree of competition which the industries of the United States may encounter from the South American States.

There has been a general awakening, educationally, throughout the States of both Central and South America. It will be to the advantage of the business men of the United States to keep well informed as to the progress of education in the Latin countries of the South.

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### **CONSOLIDATION OF COUNTY SCHOOLS IN TENNESSEE**

Superintendent of Public Instruction S. W. Sherrill recently inspected the splendid work that Anderson County, Tenn., is doing along the line of consolidation of schools. He says the work being done in this county is far ahead of that attempted along this line anywhere in the state, if not in the South. There will be in the county not fewer than sixteen consolidated schools. The county is erecting for these schools handsome brick buildings, of from four to eight rooms. These buildings, when completed, will represent an outlay of more than \$70,000. In some of these schools will be gathered as many as five hundred pupils. Pupils will be transported to the schools in wagons. In these schools will be taught, in addition to the regularly prescribed course, domestic science, manual training and agriculture.

In connection with each of these schools will be a tract of land of from ten to twenty acres. On this land a home for the principal will be built. The principal will be employed for the entire year. He will spend his summers in working the school land, doing demonstration work.

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### **ABOLISHING ILLITERACY IN NORTH CAROLINA**

J. Y. Joyner, State Superintendent of Public Instruction of North Carolina, is not content to wait for the slow process of compulsory education laws to abolish illiteracy in that state. These laws reach only the young, and one in every seven of North Carolina's white male voters can neither read nor write.

Only two states in the union, Louisiana and New Mexico, have greater percentages of illiteracy among their native-born whites of ten years of age; North Carolina's percentage is 12.3.

A rousing campaign has been started by Superintendent Joyner, who seeks to enlist everybody in the state. The plan for the coming school year is to set apart one month to be known and observed throughout the state as Moonlight School Month. A night school for adult illiterates will be held three nights a week in every school district in the state during the month.

"Illiteracy," says Superintendent Joyner, "is the mistress of human selfishness, the handmaiden of civic unrighteousness, the mother of poverty, the grandmother of crime."

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### **HELPING ALIENS TO BECOME CITIZENS**

The night schools of the city of New Britain, Conn., have opened classes that may be attended by persons of foreign birth. Instruction will be given in the following subjects: English, arithmetic, geography, history, civics, typewriting, bookkeeping, dressmaking, housekeeping and cooking.

The foreign-born population of New Britain in 1910 was 18,015. Of this number, 8,843 were males who attained their majority, and only 3,054 were shown to have been naturalized. Since July 1, 1910, 2,428 aliens in Hartford County declared their intention to become citizens and 5,080 actually applied for citizenship.

The bureau of naturalization has made arrangements to furnish Superintendent Holmes of the New Britain public schools with monthly lists of aliens who file declarations of intention or petitions for naturalization. This will enable the superintendent to get into touch with such persons and to give them valuable assistance in preparing for citizenship.

To inquiries as to the course which is best calculated to fit applicants for citizenship, the bureau of naturalization has uniformly answered that while it is exceedingly difficult to lay down any hard, fast rules on the subject, the first requisite is familiarity with the English language, for in no other manner can the alien acquire a practical knowledge of American institutions. With this as a foundation, he is ready to receive instruction in American civics and on the duties and obligations, as well as the rights and privileges of citizenship. Beginning with these fundamentals, it is possible as time goes on to introduce such modifications as experience may indicate are advisable.

### NEW MEMBERS

Since the last membership statement appeared in the BULLETIN the following new members have been received:

#### Class A

National Lead Company, 111 Broadway, New York City—Dr. D. Louis Ireton.

#### Class C

Mr. Paul H. Douglas, Harvard University, 84 Prescott Street, Cambridge, Mass.

### CONTRIBUTIONS

Since the last statement appeared in the BULLETIN the following contributions have been received:

The Dodge Manufacturing Company.....	\$100.00
General Electric Company .....	200.00
The National Tube Company .....	100.00
Amount previously received .....	1,735.00
Total amount received .....	\$2,135.00

### INDUSTRIAL SURVEY OF PHILADELPHIA

#### To Ascertain Where Continuation Schools Can Be Placed to Advantage

An industrial survey of Philadelphia, for the purpose of ascertaining the neighborhoods in which continuation schools for working children can be most advantageously located, is being made. Ten factory inspectors from the corps employed by the State Department of Labor and Industry, working under the direction of Dr. Louis Nusbaum, Associate Superintendent of Schools, is conducting the survey.

Statistics compiled by the Bureau of Compulsory Education, of which Henry J. Gideon is chief, will be verified by the inspectors, and accurate data compiled regarding the number of children between the ages of fourteen and sixteen years who will be working when the new child labor law goes into effect on January 1st. Already it is estimated that 1,500 boys and girls have been discharged by employers, who feel that the provisions of the law make it unprofitable to retain them.

## **DROP POLITE LEARNING—TEACH CIVIC DUTY**

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**President Churchill of the New York Board of Education Says Our Bookish Literary Course of Study is Absurd—It is the Use of Tools and Machinery in Schools that Have Caught Boys' Interest**

President Thomas W. Churchill of the New York City Board of Education recently addressed the Brooklyn Civic Club on the subject of Modern Education. In part, Mr. Churchill said:

"It seems to me that a constituency such as this, a civic club, concerned from the citizen's viewpoint with the administration of public service for the benefit of the public and not for the benefit of the administration, would be willing to consider a moment or two how the layman's point of view has been one of the most difficult things to establish in educational circles, but yet is one of the most salutary and necessary influences upon schools.

"The period which produced an ever-increasing published criticism of the schools was one during which the layman had been completely and professedly excluded from participation in the formation of policies and direction of the public schools. A complete and consistent exclusion of board members, ordinary citizens, from the educational part of the school service had been perfected, woven into by-laws and welded into the City Charter. Everyone here present who read newspaper editorials of fifteen years ago will recall the plausible arguments on which the professional organization of the school system was based.

### **The Educational Expert**

"What should be the attitude of a layman coming into a board of education in the circumstances I have described? His natural inclination would be to lend his aid to the system built upon so consistent a theory, to rally to the support of educational experts and to hold up their hands. But when you approach the educational expert for the purpose of holding up his hands you discover that he is no expert at all. This is no persiflage, but a plain statement of fact. Where is the educational expert in the Department of Education? Go from one to another of our superintendents and put to him the question direct: 'Are you an educational expert?' He tells you, no, he is not. This is not so with other experts. Expert accountants publish their expertness on their business cards.

### **No Exact Science of Education**

"There is no exact science of education. There is not yet a sufficient body of actually proved facts regarding what knowledge is of the most worth, or what methods bring that knowledge most effectively, or any indisputable certainty regarding any of the large questions of education, so that any person in possession of education's laws can offer himself as an expert. On the contrary, education has been a guess, a hypothesis, a theory, a hope, a system reasoned out *à priori*, but unproved by any comparison of results afterward. In educational councils it is the man who uses the heaviest words in the most impressive manner that decides the educational policy. He cites no percentages of actual success or failure of his scheme as tried elsewhere, but from his inner consciousness argues what his proposition is likely to produce and positively asserts that such is what it will produce.

### **Graduates Should Do Things of Use**

"There is a persistent notion among our people that the graduates of our schools should be able to do something that is of use. There is a prejudice among the people in favor of graduates who can spell, write and figure common problems. During the years that the whole educational management has been devoted to building up a system New York's youth have gotten away from education; they must be recaptured. The whole educational purpose is too much concerned with a civilization which has passed away.

"What a civic club wants a community to be, the school board wants a community to be. It wants to deliver to the public citizens who are intelligent, self-reliant, judging before acting, co-operative with others, and public-minded. No matter what education was in 1750, we are obligated since 1776 to make the schools produce this kind of citizen.

### **A New Civilization**

"To make him intelligent we cannot continue mulling over the things that were essential for the cultured English gentleman but are not essential for the American citizen in 1915. The discovery of coal, the utilization of steam, the expansion of trade, the introduction of popular government, the cheapening of printing, the use of newspapers and magazines have made a new civilization. The schoolmaster may not like it, I may not like it,



but it is here and our children have got to live in it until they change it. They will not live in a civilization that used to be when our present curriculum was developed. This change means that the intelligence needed by the school citizen is not the intelligence contemplated by the school curriculum. This is not an age of refinement of discourse or of exchange of views upon the curiosities of recondite literature. The theory has fallen down. It does not work. The intelligence demanded is not a literary intelligence. The cheapness of books offers such gratification to those who find a solace in literature that the time given to polite learning in schools need be no longer wasted. It should be devoted to some phase of preparation more directly in line with the purpose of training children at public expense. It could better be devoted to the study of civic duty, the needs of cities, the lives and services of men distinguished by public-mindedness.

#### **Graduates Going into Business**

"The need of self-reliant citizens was never greater. The young graduate is not, as were the English school boys of 1700, passing from school to a leisurely society of landed gentlemen. He is going into a world of trade and industry. The core and center of our public school teaching needs to be completely changed. It was transported from a system which proposed to fit children for a life of learned discourse, minute scholarship and composition with the pen. There can be not the slightest doubt of this. The lineage comes down as straight as the line of recorded live stock. But our boys are not destined for a life of learned discourse, minute scholarship and composition with the pen. They are headed straight for the store and the factory to the number of 950 boys out of every 1,000. The continuation of our bookish, literary-centered course of study is therefore absurd, unfair and an irreparable damage to those on whom it is imposed. I can make no stronger statement regarding it than that uttered by the man who knew more about more schools in the State of New York than any other person of his time, Judge Andrew S. Draper, State Commissioner of Education, who summed up the situation so: 'When we consider what the schools fail to give the children and the things the schools hold them to, we are compelled to admit that the lives of the children are being wasted.'



**Not Easy to Make Public Schools of Real Service**

"The switching of the public schools on to a track of real service is no idle pastime of a summer's afternoon. In the first place, the layers of the present track think it the right one. In the second place, almost every teacher in the public schools has been educated into a belief that the old route is the proper one. In the last place, the very existence of the public school, teaching the superiority of bookish culture, has, without ever meaning to do so, utterly corrupted society by creating a false and untenable regard for the life of literature, scholarship and polite discourse. In an industrial nation our government-supported schools have educated the people away from industry; our graduates look down upon it. The white collar and the starched shirt have spurned the overalls. One hundred years ago it was a common thing, the usual thing, for our American parents to regard the knowing of a trade by their children as an accomplishment, to lack which was a disgrace. Now, many a parent in comparatively the same financial circumstances or social standing scorns the idea that his son shall have a trade. The disgrace, in old times, was to be without one, the disgrace to-day is to be compelled to have one.

**Natural Interest in Tools and Machinery**

"One powerful aid to the modernization of the common school course so as to fit it for an industrial civilization is that the manipulation of tools, the management of machinery, the construction of something, the actual use of mathematics, take hold of the human instincts of children and, in spite of all the artificial prejudice which our public education has created against industry, generate an interest which is superior to any attraction the American boy has ever felt toward the traditional instruction. From the earliest times our bookish education has failed to attract those for whom it was intended. 'Creeping like a snail unwillingly to school,' the school boy has been, from the dawn of history, childhood's comic tragedy. Laws are required to force him toward his fancied benefit. But now, after generations of fol-de-rol, the schoolmaster is shown that what is chosen because needful in the kind of life surrounding us, is the very thing that draws the most of boys to school and keeps them interested there."

## **ASSOCIATION ACTIVITIES**

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### **REPORT OF THE OCTOBER MEETING OF THE EXECUTIVE COMMITTEE—CAMPAIGN FOR NEW MEMBERSHIPS—WORK OF THE SUB-COMMITTEES.**

Vice-President, Herbert J. Tily, presided at the October meeting of the Executive Committee which was attended by Secretary Galloway, Directors Hale and Park, Mr. VanDerhoef, proxy of Mr. Mix, and Mr. Henderschott. Mr. F. P. Pitzer, chairman Employment Plans Committee, Mr. S. W. Ashe, chairman Safety and Health Committee and Mr. A. C. Vinal, representing the Vocational Guidance Committee were also present.

The Executive Secretary reported a conference with President McLeod regarding a campaign for new memberships. The plan was thoroughly canvassed by the Executive Committee and approved. All members will be asked to assist in the campaign.

A circular has been prepared which sets forth the object and scope of the work of our Association, and a list of prospective Class "A" members, composed of industrial firms, has also been compiled. The Executive Secretary reported it is planned to send this circular together with a letter recommended by the Policy and Finance Committee and bearing the signatures of a sub-committee of that Committee to a list of prospective members. The plan was unanimously approved by the Executive Committee.

The Assistant Treasurer reported that a total of \$2,135.00 had been received in answer to the appeal for additional funds made by the sub-committee of the Policy and Finance Committee. A general discussion followed this report as to the work being done by our Association and the amount of funds required to carry on the work at its highest efficiency. It was the consensus of opinion of the Executive Committee that Class "A" dues should be raised from \$50.00 to \$100.00 per year as a means of providing permanent additional revenue, and that the work of our Association should be carried on without a deficit. The matter was disposed of by reference to the Committee on Revision of the Constitution.

The Treasurer's report was read by the Assistant Treasurer, and upon motion this report was accepted and ordered spread on the minutes.

The Executive Secretary reported progress in connection

with second class entry for the monthly BULLETIN of the Association.

The Executive Secretary reported that last year the Executive Committee waived membership fee for the balance of the current year at the October meeting. After discussion it was moved by Mr. Vanderhoef and seconded by Mr. Park that new Class "A" memberships received after this date for 1915, be credited as of 1916. The motion was unanimously adopted.

The Executive Secretary reported through an oversight, the Secretary, Treasurer, and Executive Secretary and Assistant Treasurer had not been elected by the Executive Committee. The Executive Secretary further called attention to the fact that each of these officers is elected for a term of one year or "until his successor is appointed," at the first meeting of the Executive Committee after the annual convention of the Association.

Dr. Lee Galloway was nominated and unanimously elected secretary.

Mr. George B. Everitt was nominated and unanimously elected treasurer.

Mr. F. C. Henderschott was nominated and unanimously elected executive secretary and assistant treasurer.

A letter from Mr. R. H. Grant, a member of the Executive Committee, advising of his resignation from The National Cash Register Company, which automatically acted as his resignation from the Executive Committee, was presented and Mr. Grant's resignation accepted. The matter of appointing a successor to Mr. Grant was left open until Mr. Patterson, President of The National Cash Register Company could be heard from.

Mr. F. P. Pitzer, Chairman of Committee on Employment Plans presented an outline of work which his committee will undertake prior to the fourth annual convention which outline was in accordance with the suggestions of the Executive Committee as contained in its memorandum of July 7th. The preliminary report was accepted and the Committee requested to proceed in its work along the lines indicated.

Mr. A. C. Vinal of the Committee on Vocational Guidance presented an outline of the work that that Committee will undertake prior to the fourth annual convention. The outline being in accordance with the suggestions contained in the Executive Committee's memorandum of July 7th, the report was approved and the Committee requested to proceed along the lines as indicated.

In view of the fact that Dr. Metcalf does not represent

a Class "A" member and, therefore, has no source from which to finance his work as Chairman of the Committee on Vocational Guidance, Mr. Tily offered a personal contribution of \$50 toward the expenses of Dr. Metcalf in prosecuting this work upon the condition that the Executive Committee vote a like sum of \$50. Upon motion this amount was authorized, and a vote of thanks extended to Mr. Tily for his renewed evidence of liberality and coöperation.

Mr. J. W. L. Hale, Chairman of the Committee on Trade Apprenticeship Schools, was present and reported an outline of the work which this Committee will undertake prior to the fourth annual convention. The preliminary report of this committee being in accordance with the memorandum of instructions issued by the Executive Committee, July 7th, the report was approved and the Committee authorized to proceed along the lines indicated.

Sydney W. Ashe, Chairman of the Committee on Safety and Health, was present and discussed the work of his Committee, but not having had an opportunity to get his Committee together to draft a tentative outline of the work to be done prior to the fourth annual convention, no action was taken. Mr. Ashe stated that his Committee would meet again shortly and that an advanced report would be presented at the November meeting of the Executive Committee.

Dr. Lee Galloway, Chairman of the Committee on Advertising, Selling and Distribution Schools was present and presented an outline of the work which would be undertaken by his Committee prior to the fourth annual convention. The outline being in accordance with the memorandum of instructions issued by the Executive Committee on July 7th, the report was approved and the Committee authorized to proceed along the lines indicated.

A preliminary report outlined by Mr. J. W. Dietz, Chairman of the Committee on Special Training Schools, was presented by the Executive Secretary. The report being in accordance with the memorandum of instructions issued by the Executive Committee on July 7th, was approved and the Committee requested to proceed along the lines indicated.

The Executive Secretary also read a preliminary report submitted by Mr. E. H. Fish, Chairman of the Committee on Public Education. After discussion, it was the sense of the Executive Committee that the preliminary report submitted by the Committee on Public Education indicated that work would be under-

taken in advance of the work that should be undertaken at this time, and this committee was requested to present another outline to the Executive Committee at its meeting in November, conforming with the recommendations issued by the Executive Committee, July 7th. It was recognized that it might not be possible for the Committee on Public Education to take up all of the problems contained in the suggestions of the July 7th memorandum, but the Committee on Public Education is again requested to take up so many of the questions incorporated in the instructions as the Committee finds it can successfully handle. The Executive Committee feels that the time has not arrived to undertake the draft submitted by the Committee on Public Education. The memorandum of July 7th contained an outline of plans by which the work of each of the sub-committees would coördinate in a general system. Departure by any of the sub-committees from these recommendations, the Executive Committee feels, would seriously interfere with the general plan.

No report was received from Mr. James W. Fisk, Chairman of the Committee on Retail Salesmanship. The Executive Secretary was instructed to get in touch with Mr. Fisk, and secure an advanced report for the November meeting of the Executive Committee. The report has since been received from Mr. Fisk.

The Executive Secretary was also requested to ask Mr. Tipper, Chairman of the Committee on Codification and Mr. Roosevelt, Chairman of the Committee on Allied Institutions, to present outlines of the work to be undertaken by these Committees prior to the fourth annual convention, to the Executive Committee at its November meeting.

Upon motion the Committee adjourned to reconvene at 2:00 P. M., November 2d, in the Board Room, 8th floor, 15th Street and Irving Place, New York City.

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#### **BOOKS RECEIVED**

"Comprehensive Standard Dictionary," published by Funk & Wagnalls Company of New York.

"Practical Mechanics and Allied Subjects," Joseph W. L. Hale, S.B., E.E., published by McGraw-Hill Book Company.

"Practical Applied Mathematics," Joseph W. L. Hale, S.B., E.E., published by McGraw-Hill Book Company.

"Vocational Mathematics," William H. Dooley, Principal Technical High School, Fall River, Mass., published by D. C. Heath & Co.



## **EDUCATION IN CENTRAL AND SOUTH AMERICA**

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### **An Awakening in the Latin-American Countries—Scholastic Scope and Standards**

The states of Central America and South America are in the midst of an industrial development which imparts new impulses to their educational activities. In a Bulletin just issued by the Government Bureau of Education, dealing with the subject of education in Latin-America, we find this statement: "There is at once an awakened sense of the economic bearings of elementary or popular education and of the need of readjustment of the work of the long-established secondary schools." There does not seem to have been any material change in the primary or common schools, which are controlled and financed largely through the government or municipalities. There are, however, many private schools which deal with the primary or the common grades only, and there are still many private, or so-called boarding schools, which concern themselves entirely with secondary or higher education.

The United States, however, is most interested in the awakened development of secondary schools, as it is this form of education that equips the rising generations of the Latin-American countries to more effectively compete with the United States.

Educational reports and periodicals, published in the Latin-American states referred to, abound in discussions of the changes that are required to meet the new demands. The information given in the following extracts is taken from the document issued by the Government's Bureau of Education:

#### **Features Common to the Several States**

For a better understanding of the scholastic work of the schools considered, it is desirable to have in mind certain features of their organization which may properly be called common to the different states.

In all the states secondary education is the preparatory stage to higher institutions and in several instances forms a department in the university organization. This is notably the case in Uruguay, the University of Montevideo including a faculty of secondary instruction which is charged with administrative functions; the public college of this city is practically an adjunct of the university. This same relation is illustrated by the Na-

tional Institute of Panama and the college of the University of La Plata.

The public secondary schools are supported by Government funds alone, or in combination with provincial and departmental appropriations, or by municipalities. The schools may be either for day students solely or include boarding departments. The private colleges, which abound in all the states, are boarding schools. They are often subsidized and follow in the main the official programs of secondary education.

### **Ages for Secondary Education**

The course of secondary instruction is generally arranged for six years, covering the ages of twelve to eighteen; in a few states the course may be completed in five years. Pupils may pass from the primary schools to the public secondary schools. In several states the successful completion of the secondary studies entitles the student to the bachelor's degree; in other states additional study in a university is required before a diploma is obtained.

The administrative staff of the schools is usually large, comprising a chief executive, a treasurer, secretary, etc. The professors, who are appointed by the government, central or local, are assigned to particular subjects for a definite number of hours, and have no further relation with their classes. As a rule they are men holding university diplomas and engaged in professional practice. This system, which prevails in the universities also, prevents the close unity of a corporate body, although it brings students into contact with men of affairs. One of the most significant signs of progress in the leading states is the effort to replace this system by appointing permanent professors who have had special preparation for the service.

The subjects taught in the various countries do not differ materially and include such subjects as are commonly taught in the more modern of our own schools. In addition, in some of the fifth year courses in the higher grades of the secondary schools the subjects of logic and debate, general literature, elements of sociology, historical investigation and anthropogeography are included.

### **Costa Rica**

In Central America, Costa Rica has taken the lead in practical measures for extending the scope of public education and adapting the course of instruction to local conditions. The move-



ment is promoted by the centralized control of education, which is exercised by an under-secretary in a department including other executive duties. The chief officer of the division of public instruction, however, is generally chosen with regard to his special fitness for that service. The governors of the Provinces are responsible for the execution of the school laws in their respective areas. The immediate direction of public primary schools is committed to government inspectors, who are responsible to the central authority. Public secondary and higher institutions are directly under the secretary for public instruction.

In 1913 the President and Congress of Costa Rica authorized plans for the unification of the entire educational system so that the course of the secondary schools should directly continue that of the primary schools and both should be better adapted to the present needs of the country.

### **Panama**

In various ways the closer relations that have been promoted between the United States and Central America are affecting educational practices and standards in the latter. An interesting example of these relations is afforded by the call of Dr. Edwin G. Dexter from the United States to take charge of the Instituto Nacional of Panama. It is the intention of the Government that this shall become a central university, drawing students from the neighboring states. Following the usual custom in Latin-American states, a secondary course of instruction is provided under the general direction of the institute. This secondary school, started in 1913, is arranged in two cycles, after the model of the French lycée, each cycle covering a three years' course. The distinguishing features of the program are the prominence given to English and the introduction of Latin as an alternative to French.

The Instituto Nacional as planned is to be comprehensive in scope and will include in connection with its regular university work a normal course and a commercial school.

### **San Salvador**

It is the purpose of the minister of education to bring the National Institute of San Salvador into accord with the new educational demands that are arising. Special study will be given to a preparatory course which will better prepare the pupils of the ordinary primary schools to enter the secondary schools. The

studies offered are similar to those introduced in the Panama institution.

### **SOUTH AMERICA**

South America comprises ten independent states, which, with the exception of Brazil, were originally Spanish colonies. The systems of secondary and higher education retain some characteristics derived from the early colonists, although they have been more largely influenced by the French theories. In order to avoid needless repetitions, selection is here made of a few official programs of secondary education which adequately illustrate the scope and standard in all the states.

#### **Argentina**

The subject of secondary education has occupied the serious attention of the Government of Argentina since December, 1911. By decree there was created a new division in the ministry of public instruction for the service of secondary education. It was organized under the charge of a director-general and his assistant. Ten inspectors were authorized for the direct supervision of the schools. Candidates for the positions of director and subdirector must be at least thirty years of age and should have had not less than six consecutive years' experience either as professors or educational officials. Requirements are laid down also for the administrative authorities and professors of secondary schools.

#### **Purpose**

The departmental schools have been created for the purpose of increasing the public provision for secondary education and correlating its programs with those of the public primary schools, forming thus a continuous plan of study as do the courses of instruction in the graded and high schools of the United States.

The secondary schools are open alike to boys and girls, but the need of special arrangements for girls is indicated by the creation of a section of the university council to consider the interests of young women as related to both secondary and preparatory studies.

The admission to the secondary schools of pupils who have finished the three-year course of the rural primary schools or the fifth year of the urban primary schools makes it possible for the transfer to take place in the case of children too young or

not sufficiently prepared to enter with profit upon the secondary studies. Such pupils are found to be at a disadvantage as compared with those who enter the secondary schools by examination.

The departmental secondary schools of Uruguay, established in 1913, made the first report of their operations in January, 1914, at which time they numbered eighteen, with a registration of 969 students. Of the total schools, eleven had completed the first and second years of the course and seven the first year only. The report of their work has already led to proposed modifications, raising the standard of admission and relieving the overcrowded programs.

### **Studies Preparatory to the University Faculties**

Provision for the courses of study required for entrance to the university faculties is made in three institutions at Montevideo. Government scholarships are offered in each department to assist pupils of the local secondary schools to continue their studies at the capital with a view of ultimately preparing for professional careers.

According to the latest regulations, the period of preparation following four years of the secondary course ranges from one year required for the studies that lead to the university courses for notary public and odontology to three years required for preparation for the faculties of law, medicine, engineering, and architecture. The preparatory courses of three years' duration include as common subjects an extension and deepening of the literary and historical studies included in the secondary course. To these are added branches determined by the subsequent professional courses.

Students who pass examinations on the entire course of secondary and preparatory studies are eligible for the degree of bachelor. This course, complete, is quite as extensive as the customary college course in the United States, although it does not include the classical languages. The proposition to create in the university a faculty of letters and philosophy is under consideration, and it has been proposed to include the classics in its program.

### **Chile**

In accordance with the provisions of the law of January, 1879, the secondary schools are of two classes. The first class offers a course of six years; the second class includes secondary

schools and concentrates on the last three years of the course. There is, also, a three-year preparatory course.

For admission to the lowest class of a secondary school an applicant must not be less than ten years of age nor more than thirteen, and must have completed the primary school course; for admission to the higher classes the candidate must pass an examination in the studies of the lower. By decision of the council of public instruction, girls may be admitted to secondary schools intended for boys. On account of the increasing number of young women who desire to follow professional careers, a project for raising the standards of the public secondary schools for girls has been submitted to the Government.

Students who complete the course in humanities may matriculate in the faculties of philosophy and letters as candidates for the degree of bachelor.

### **Peru**

Peru was one of the earliest states in South America to undertake a general reorganization of its system of education in view of modern requirements. In 1910 a special commission was appointed with an expert from the United States employed in an advisory capacity. A comprehensive plan was submitted to the Government which provided for important modifications of the system of secondary education, but political changes prevented the consummation of the project. It was evident, however, that all parties favored to some extent the changes recommended, and while the general plan of recasting the system of education failed, improvements have gradually been made in all departments of the system.

### **Present Status of the Secondary Schools**

There are at present twenty-seven secondary schools maintained by the Government, three of which are for girls exclusively. The course of study for the secondary schools for boys is uniform throughout the country. The course, four years in length, has proven itself too brief for the variety and range of studies attempted; therefore, the number of studies is being reduced and intensified. These schools are in direct continuation of the public primary schools, and are comparable to the high schools in the United States. The universities of Peru, like those of the United States, are a continuation of the secondary schools, but the bachelor's degree can be obtained at the end of two years

of study, while the third year of the course is regarded as post-graduate.

### **Venezuela**

For the reorganization of its educational system, the Government of Venezuela has investigated the school systems in foreign countries, and the conclusions reached by the committee were submitted to the National Congress with an exhaustive report on the defects of the existing system. The recommendations were approved.

Secondary schools are classified by their sources of support, as federal, municipal, and private. The aim of all these institutions was to prepare students for university matriculation, but the industrial tendency has caused the introduction of subjects special to commercial business and agricultural and mining pursuits.

In 1913-1914 the course of study was organized in two sections—the preparatory, covering two years, and the course of philosophy, covering four years. The preparatory course is correlated with the six-year course for the graded primary schools and with them forms a fairly adequate preparation for commercial and business undertakings. The course of philosophy prepares candidates for the bachelor's degree. The Spanish Government now recognizes this degree as equivalent to the corresponding Spanish diploma for admission to the universities of Spain.

### **Brazil**

Brazil comprises twenty states, one National Territory, and one Federal District, covering an area greater than that of the United States, exclusive of the outlying possessions. Each state has independent management of its primary and secondary schools. The direction of higher education throughout the country has been reserved to the Central Government, which also has entire control of education in the Federal District and the Territory. In the eastern section of the country there are centers of progress in which schools are flourishing and high standards are maintained. In these centers two tendencies are noticeable—one growing out of modern conditions, the other resulting from the early relations of the country with Portugal.

The tendency to modernize education is illustrated by the excellent systems of graded schools in Rio de Janeiro, São Paulo, Bahia and several other eastern cities. These systems include

high schools of modern type which lead to various classes of vocational schools. The older influences have affected particularly the secondary schools and colleges, which before the rise of public schools were regarded as a privilege of the upper classes. The colleges and universities in Brazil are not institutions as they are in the United States. They are made up of professional faculties situated in different cities and with no organic union.

### **The Remaining States**

This survey of the scope of secondary schools in Latin-America would be incomplete without considering the extent to which these examples are typical of corresponding courses of instruction in the remaining states.

In Central America it may be said that all systems of education are in a period of transition. It should be noted, however, that a formal agreement for the unification of primary and secondary instruction has been signed by the governments of the five states of Central America, which may be taken as a guaranty that common standards will prevail.

The remaining states of South America are all actively engaged in improving education within their borders, although their efforts have been more particularly directed to increasing the provision for primary education and the establishment of special schools of agriculture, mining, etc.

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### **VOCATIONAL AGRICULTURE**

The opening of the school year at the Westfield, N. Y., high school witnessed the inauguration of a new branch of study, namely, that of vocational agriculture. The course has been arranged to meet the demands of the rural students who may desire to take up agriculture, and it is also hoped that it will be of benefit to the community at large. The course is under the instruction of Harold Allen, who stands ready at any time to test milk free of charge and to identify, or send to the state experiment station for identification, any troublesome insects; or to do anything in his power to further the interests of agriculture in this locality. The subjects taught this year will be farm mechanics, dealing with mechanical drawing and wood construction; poultry, animal husbandry, dairy production and marketing, fruit growing, spraying and marketing.



## **TRAINING MEN WITH REFERENCE TO PROMOTION**

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### **A Powerful Directive Influence in Selecting, in Training and in Promoting Men Is Absolutely Necessary**

BY GEORGE M. BASFORD

Chief Engineer Railroad Department, J. T. Ryerson & Son,  
New York

In a recent address before the officials of a large railroad system, Mr. Basford discussed Training and Promotion. Said Mr. Basford:

"A railroad president recently made this observation and asked this question: 'What troubles me most is the question of promotion of men to subordinate executive positions. I don't know who should be promoted and my department heads don't have proper confidence in their own recommendations. Can you suggest a way to promote men intelligently?'

"American railroad officials have attained their positions either because of or in spite of the conditions under which they came to the front. These paragraphs are based upon the opinion that they have come to the front in spite of unfavorable conditions. They are also based upon the belief that railroad problems of the immediate future will create demands for ability beyond the possibility of present methods to supply. They are further based upon the conviction that the selection, training and promotion of their personnel is the problem of supreme importance before railroads to-day. The object of your speaker is to reveal this problem and show how it may be solved by inspired leaders of a railroad organization.

"The time-honored method of waiting for executive force and leadership to reveal itself in the ranks has produced magnificent men, but this method will not meet the great need now coming upon us. It is inadequate. It will result in a famine of leadership. It belongs to the past days of relatively small things. You must make men. You cannot afford to wait for them to make themselves.

### **Most Good Officials Have Come From the Ranks**

"On the other hand, the plan adopted by some railroads a generation ago and now coming to new life—that of training young men, usually college men—announcing that they are being trained for official positions—is unquestionably wrong in prin-



ciple and is doomed to failure. With some notable exceptions, it has failed generally, and for a very definite reason it is sure to continue to fail. West Point and Annapolis plans are ideal for the army and navy, because enlistments in the rank and file are for limited periods and the majority of recruits leave the service in early manhood. It is, therefore, necessary to train many young men specifically as officers of the army and navy. Success of railroads, however, largely depends upon the permanent enlistment of its rank and file. This changes the entire problem. It is from the ranks of enlisted men in railroad service that most of you have come. It is from the same source that nearly all of the great railroad leaders of the time have come. It is from the rank and file that the very greatest leaders of the world have come. Railroads will fly in the face of the history of achievement if they forget this fact. It is safe to predict that the same source will supply the even greater leaders that the future will require. When you announce that young college men are being trained for official positions, you slam the gates to advancement in the face of the man in the ranks. This plan has brought exactly this result on one of our great railroads. It is not fair to the college men. It is not fair to the rank and file.

### **Great Leaders Require Training in the Ranks**

"Great works require great leaders. Great leaders require perfection of training in the ranks. Perfection of training in the ranks in turn produces and develops great leaders. Therefore it appears that the men in high authority to-day will leave the legacy of greatest value to the future if they properly attend to the training of the recruits coming into the ranks.

"For success, all large business organizations must depend upon ability, fitness, training and loyalty of men in the ranks and of subordinate executive officials. Because its organization is scattered over thousands of miles, this is particularly true of a big railroad. Picture your own position as a railroad officer if you could depend upon the individual shopman, trackman, yardman, brakeman, conductor, fireman, engineer, despatcher, agent or clerk to do the right thing at the right time and intelligently to devote the hours of his day to that part of your problem for which he is responsible! You would have time to think and time to plan. Your mind would be free for the larger tasks and larger opportunities before you. Your desk would not be piled high with the useless official literature of today, the burden

of which is, 'Please explain.' Today we are looking for the genius and are overlooking the production of good workmen. We are depending upon officers. We need to depend upon men. Trained, properly educated and encouraged workmen will provide good officers later.

### **Who Will Buy the Men of the Future**

"Whereas greatest care, deliberation, study, specification, test or guarantee are applied in the purchase of property, rails, equipment, machinery or material and the highest officials interest themselves in the purchase, the prevailing custom is to leave selection of new employes to mere chance. It may happen that the future chairman of the board will in his first entrance into the service be hired by a clerk, or that one capable of development to such an office may be rejected by a clerk. High-priced officials buy your locomotives and your rails. Who buys your men of the future?

"Solution of this problem begins with the selection of men in the ranks. Systematic methods of selecting human material for the organization are imperative. The boys in offices, in shops, and all along the road should be most carefully and intelligently selected. Some one well qualified must be given this responsibility. Then these recruits must be tried out, and those 'making good' must be trained. This word 'trained' represents a new meaning as applied in this connection. It means thorough education of hand and brain and conscience. Selection is important in all organizations, regardless of size. The larger the organization, however, the more important is the matter of training. Training through apprenticeship is imperative. It may not safely be deferred. You will not be able to hold your own in railroad progress without it. For example, how will you keep up with requirements in locomotive-boiler construction and maintenance without apprentices in your boiler shops? You need workmen who are better informed than the foremen used to be. This is true of many trades and many positions in railroad service.

### **Thorough Training of All Employees Possible**

"It is believed to be perfectly practicable to provide thorough training for boys and young men in every department of the railroad. Each should be trained and encouraged to develop and advance as far as he can go. For shop recruits the way is clear, through apprenticeship and apprentice schools. This has already

been worked out on several railroads. The Santa Fé today has 877 shop apprentices in nine separate trades at forty-one shops. They are under instruction by shop instructors, through whom they are learning their trades. In company schools in working hours these boys receive mental training and development in lines corresponding with their work. The school instructors are company employees who have developed an educational plan so satisfactory as to merit the attention of the professional educators of highest standing. The shop and school instructors are selected and trained most carefully. They are expected to, and they do, exert a powerful moral influence over the boys. After eight years of continual growth, the Santa Fé will this year graduate 175 of these boys into the ranks of competent, educated workmen, and this is only a beginning. Ask yourselves whether or not your official load would be lightened if you had 175 trade-trained and educated workmen launched into your organization each year. In eight years the road referred to has graduated 651 of these competent reliable young men. Seventy-one per cent of these youths are now in the service. If only half of these remain in the service a promising start has been made.

### **Promotion Determined by Training**

"With a suitable plan of promotion a large proportion will remain in service, and that curse of railroads—the floater—will be displaced by the steady, reliable workman you all want. At a shop on another road where apprenticeship has been established eight years, and where 1,500 men are employed, but fifty-seven men of mechanical trades have left the service in a year.

"Because the boys are supervised and trained in groups, training in mechanical trades is relatively easy, but boys in every department may be trained if an officer high in authority issues the order that every one on the road must see to it that the employe immediately below him in rank is trained and prepared for promotion. This applies to offices, stations, yards, and everywhere else. All employes will some day be told that they must not expect promotion until they have properly trained and educated their own successors. You will all agree with this but are you doing it? Every shop and large office building will some day have its school and every road will some day provide educational schemes for outlying points by correspondence. Every road will also some day provide an officer whose duty is to scour

the cities and the rural districts along the line for boys of the right sort.

"Clerks are a neglected crowd of competent and incompetent men—usually in blind-alley jobs with no training and no outlook. You cannot afford to have any blind alleys on a railroad. Many of these clerks would make good station men if they had a friend and a chance, just as many good shop boys would make excellent firemen and roundhouse men. Don't forget that many of the best high officials of our railroads have been clerks. They did not rise because they were clerks, but in spite of that fact. The development of this idea has no limit, but two factors are absolutely necessary to successful accomplishment. One of these is an adequate, complete and systematic scheme of promotion. The other is an inspired officer, very close to the president of the road, as organizer and administrator of the training and promotion of men. Let us speak of this officer first.

"There can be no better foundation for an organization than the principle that the ranks, if carefully recruited, will necessarily contain the men of the future. The men are there. We must turn on the light in order to find them. The men of the future must be discovered and promoted. Because of the size of a railroad organization it is necessary to provide easy and automatic methods of discovering ability. It is desirable that promotion should be proposed by co-operative action by subordinate officials and controlled by a very high official whose authority is complete in this case. Suppose the president of a railroad could find a man qualified for the duty of directing the training and promotion of men. The difficulty in finding such a man emphasizes the importance of the duty. This man should be given a dignified, powerful position, with such a title as 'assistant to the president.' He should be responsible for methods of recruiting, methods and means of training men, and for a scheme whereby he will personally know that every promotion is based upon merit, with favoritism and politics banned. He should be responsible for and personally approve every promotion in the entire organization. To do this with intelligence, periodical individual surveys of the organization should be made, say, every six months.

### **The College Man in Service**

"How about the college man in railroad service? College men are needed on railroads, but they will be most valuable if

they come from the ranks or through the ranks. If you establish trade apprenticeship wherever your boys may be grouped, as in the shops, and other methods of training boys who cannot be grouped; if you require these boys to attend schools, either day schools on company premises and on company time, or night schools directed or controlled by you, you will soon have a lot of earnest youths honestly endeavoring to improve themselves. If you select the best of these as candidates for courses in colleges or technical schools, you will certainly have at hand the best possible raw material from which to make college men. Moreover, they will be of and from your organization. You will know them and they will have already established themselves as a part of your organization. Send a few such youths to college and they will return splendidly equipped for your service.

### **Training Always Pays**

"Training of men will cost something. It has, however, been demonstrated beyond question that it pays from the very start. It will pay in every department. The instructor in shop trades pays for himself from the very first day in the damage saved in machines and materials. At the Montreal works of the American Locomotive Company apprentice boys became efficient as workmen at the end of the first year. Wherever apprenticeship with real training and apprentice schools have been accorded a fair trial, the results have fulfilled most sanguine expectations, as definite examples would prove if time permitted of their presentation.

"These words from a report of a Massachusetts commission on industrial training represent the need in all departments of a railroad as well as they apply to the manufacturers of this country:

"In many industries the processes of manufacture and construction are made more difficult and more expensive by a lack of skilled workmen. This lack is not chiefly a want of manual dexterity, though such a want is common, but a want of what may be called industrial intelligence. By this is meant mental power to see beyond the task which occupies the hands for the moment, to the operations which have preceded and to those which follow it—power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense, and a conscience which recognizes obligations."



"Train your men in every department. This cannot be made too emphatic. You will fail in your mission in life if you don't. You will leave a priceless legacy in the form of an organization replete with human efficiency and, therefore, human happiness, if you do. Train your rank and file, and this great railroad organization will be a pyramid resting upon its base. A pyramid is typical of the structure of an ideal organization built to endure. It has a broad, firm base as a foundation. In the human organization this foundation is the men in the ranks. If the men in the ranks are what they ought to be, the top will take care of itself. If only the top is right, the structure is unsafe. When you raise the rank and file you lift yourself also. You can't be a master of efficiency unless the men you trust to carry out your orders are efficient. The organization is strong as the ranks are strong in the old-fashioned virtues—skill, industry, economy and integrity.

### **The Future of the Man in the Ranks**

"To the man in the ranks the future looks hopeless with increasing intensity as organizations grow larger. Do something for him. Recognize the individual whom you as officers seldom or never see. Save the souls of men of the kind the world needs by simple encouragement, by recognition of merit, by looking for it, by recording it, and by rewarding it. Employers are responsible for many lost souls and ruined lives just because of neglect of the subject of this talk.

"The path has already been blazed. The pioneer work has already been done, but thus far the complete plan here suggested has never been carried out. Remember that while this plan is really simple in principle, its inauguration and operation can be intrusted only to an inspired and powerful official, and one capable of handling it is not easily found. This fact indicates the tremendous importance of the question of training and promotion. It is a great undertaking as measured by the certain results, but the plan itself is simple and the expense is negligible.

"There is no greater work in the world than to help those who desire to help themselves. There is no nobler task than the training of young minds. But experience has shown that training alone is not sufficient. A powerful directive influence in selecting, in training and in providing the organization for men who are trained is absolutely necessary. To show the necessity for and the possibility of providing this influence is my object."

### **Training Imperative For Efficiency**

Mr. Roy V. Wright, Managing Editor of the *Railway Age Gazette*, has also contributed an excellent article on the subject of The Selection and Promoting of Employees. Mr. Wright's article appears in the August issue of the *Railway Age Gazette*. He reviews the work of Dean Schneider, with which the readers of the BULLETIN are familiar. He concludes his excellent article as follows:

"The scheme suggested by Mr. Basford, if put into effect, would do much to make positions on the railroad more attractive to ambitious young men and would undoubtedly develop means for locating such men in the territory served by the road and of getting them to enter its service.

"In conclusion the point which I especially wish to make is that it is imperative from the standpoint of future efficiency and economy that each organization should formulate and adopt a policy, which will have the hearty support and backing of the executive officers, as to the selection of men for the different jobs; the proper training of these men in order to make their efforts as effective as possible, and a comprehensive method of selecting men for promotion. If this is done—and it is not a matter which can be accomplished in a week, a month or a year—it will not only increase the efficiency of each individual in the organization to a maximum, but it will encourage loyalty on the part of all the employees and develop an *esprit de corps* which will do much to eliminate friction and labor difficulties and will place any organization which possesses it in an enviable position as to efficiency and effectiveness."

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### **PRESIDENT WILSON'S CONTRIBUTION TO THE "IMMORTALS"**

"For the interesting and inspiring thing about America is that she asks nothing for herself except what she has a right to ask for humanity itself. We want no nation's property, we wish to question no nation's honor; we wish to stand selfishly in the way of no nation; we want nothing that we cannot get by our own legitimate enterprise and by the inspiration of our own example, and, standing for these things, it is not pretension on our part to say that we are privileged to stand for what every nation would wish to stand for, and speaking for those things which all humanity must desire."



## **RURAL SCHOOL CONSOLIDATION IN INDIANA**

### **How Prejudice Has Given Way and How Better Rural Education Has Been Effected**

"The Story of Rural School Consolidation in Indiana," a pamphlet circulated in the interest of the improvement of county schools, shows at once the value of the consolidated school and the obstinacy of conservatives who contend for the one-room schoolhouse as against its logical successor.

"Indiana has set the seal of doom on the one-room, one-teacher district school \* \* \* In its stead has come the consolidated rural school with its slogan of better health, better society, better living conditions, better roads, better men and better women—the crowning glory of better educational facilities."

### **Combined Schools Do Better Work**

"Trustees who took advantage of the laws and succeeded in abandoning poorly attended schools soon found that the combined schools did better work and that there was greater interest displayed by both teachers and pupils. There developed keen competition between classes and classmen. The smart child from the abandoned school injected new ginger into the star of the augmented school. The teachers caught the spirit of competition and began striving to make both classes and pupils excel those in the next room. The humdrumness of pedagogical toil vanished. The township trustees threw back their shoulders and pointed with pride to the new achievements, and the patrons had to admit that a radical change for the better had come over schools and homes.

"Trustees in other townships heard the boasts of the trustees who had successfully effected consolidation of their weaker schools. Then they, too, began 'feeling out' their patrons for a similar experiment."

### **Progressive Parents Lead the Way**

"Probably the most effective work for school consolidation in Indiana has been done by parents who wished their children to enjoy educational advantages superior to those offered by the one-room district school. These progressives arranged to send their children to the nearby towns, where the elementary grades were better taught and there was the additional advantage of a high school. This situation was well illustrated in Jackson township, Carroll County, in 1900, the year after Indiana's compulsory

education law was passed. The trustee of Jackson township interviewed his patrons on the subject of consolidating several weak schools. But opposition developed with such force that he was compelled to retreat and continue the old system.

"Several patrons who had favored consolidation decided to obtain better school facilities for their children by sending them to Camden and Flora, nearby towns. They paid the transportation bills themselves and provided for other expenses incidental to the change. The result of the experiment was that their children displayed new interest in their studies and refused to return to the old one-room, one-teacher style of education. In Camden and Flora they enjoyed study and recitation because of the larger classes and the competition for merit. They became the envy of the other rural children because they 'went to town to school.' The result was that there soon spread over Carroll County a wave of juvenile discontent that proved effective in creating friends for the consolidated school movement. All of the children wanted town methods applied to country schools. The result was that Carroll County became a progressive educational center."

#### **Prejudice Gradually Worn Down**

In an editorial on the report, as given above, the *Louisville Courier-Journal* says: Prejudice was gradually worn down by argument in Indiana. Nearly 2,000 one-room school houses have been closed and replaced by 655 well-equipped consolidated schools. The outcry against the greater expense of well-planned, well-ventilated, well-heated school buildings developed competition among architects, which resulted in a reduction of construction cost and upkeep to a point at which the consolidated schools are economical as compared with the one-room school houses. The children are taught in fireproof buildings with the best of sanitary plumbing, sanitary drinking fountains, modern heating systems, the right light for studying without injury to eyes, and other facilities undreamed of in the days of the one-room school. Domestic science, scientific agriculture and manual training are emphasized in the curriculum. Indiana farmers who at first scoffed at the idea of "teaching farming at school," are not only willing to help their children with their lessons, but also glad to "absorb some of the education themselves."

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#### **NEW YORK MAYOR URGES "GARY PLAN"**

Mayor Mitchel of New York, in a letter to Thomas W. Churchill, President of the School Board, advocates the adop-

tion of the Gary school plan, which means increasing the scope of vocational training, increasing the school day and shortening the school course from eight to seven years.

The new plan has been indorsed by Controller William A. Prendergast also. The Mayor asked that the plan be adopted at least in the elementary schools in 1916.

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## **CAMPAIGN AGAINST ILLITERACY IN NEW YORK**

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### **Education Department Launches Movement to Teach Foreigners to Speak English**

ALBANY, N. Y.—A campaign designed to teach foreigners to speak English and to discharge their civic duties has been launched under the direction of the education department. Dr. John H. Finley, state superintendent of education, and Dr. Arthur D. Dean, director of vocational training in the state schools, are in active charge of the work, which will be carried on through the state schools.

The success of a large business house in New York in carrying out a similar line of training among its employes convinced Dr. Finley of the value and necessity of it. Independent efforts of this character have been launched in Buffalo, Syracuse and Rochester and have met with success.

In addressing the meeting to-day, William C. Smith, a Troy educator, declared that there are 600,000 foreign-born persons over ten years old in New York who cannot speak or read English.

A. L. Rohrer of the General Electric Company of Schenectady, and president of the board of education of that city, was among the speakers. His firm is among the large employers of foreigners and he is strong in his advocacy of the movement.

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## **BRITISH INDUSTRIAL TRAINING**

LEEDS, ENGLAND.—A scholarship and an exhibition have been founded, tenable at the University of Leeds, for the purpose of giving the holders a training such as will enable them to assist in the development of industry. A sum of £4,500 has been placed in trust for the purpose by two Whitehaven manufacturers engaged in the leather and coal industries, respectively, and this will provide a scholarship of the annual value of £90.

## WOULD DEVELOP TRADE TEACHERS

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### **Federal Education Bureau Considers Future Progress of Vocational Education Dependent Upon Supply of Qualified Teachers.**

In no way can the progress of vocational education be better understood than by a study of the measures adopted to insure a supply of properly qualified teachers. The efficiency with which this work is done will have as great a determining influence upon further progress in the immediate future as any other one thing.

During the last few years a number of distinct plans for the training of vocational teachers have been developed in different parts of the country, all of which are worthy of careful study. In the belief that an outline of the principal features of these teacher-training plans will be of interest to students and faculties, a memorandum has been prepared. Copies were distributed to the more important summer schools where it is known that special courses in this field have been offered. Additional copies may be secured upon application to the commissioner of education, Washington, D. C.

The chief qualification requisite for success in the teacher of vocational subjects are: (1) Character, personality; (2) mastery of the processes—the technique of the occupation for which the student is to be prepared, and (3) teaching ability, which includes some understanding of the laws of intellectual development and the learning and teaching processes, combined with skill in the actual imparting of knowledge and in the direction and guidance of the development of the individual. The serious difficulties involved in securing these three desirable qualifications in the same individual are apparent as soon as the analysis is made, and the difficulties are inherent in the situation.

Generally speaking, the efforts to prepare teachers may be classified conveniently into three groups, according to the status of candidates when admitted to the special classes provided: (1) Giving the professional point of view and the necessary training in principles and methods of teaching to men and women who are actually engaged as wage-earners in the occupations they propose to teach; (2) providing practical vocational experience (or the most satisfactory substitute) for those who have previously acquired (or who are at the same time acquiring) the necessary professional training; (3) the training of teachers in service.

## **WHITMAN URGES VOCATIONAL WORK**

### **Governor Speaks in Favor of More Industrial Education in the Public Schools of New York State**

Exhibits of household furniture, tapestry, needlework, millinery, drawing, and other work by pupils of the public schools of New York and of Newark were shown at Madison Square Garden, New York City, when the First American Industrial Education and Vocational Training Conference was opened, with an address by Governor Whitman.

The Governor advocated more liberal provision for equipping public school students with practical skill to enable them, at an age as early as fourteen years, if necessary, to enter life with the foundation of an industrial education. He said, in part:

"It may be necessary that 2,000,000 children, between the ages of fourteen and sixteen years, should be working for wages to-day in this country. It is not necessary that their far too brief training in school should be defective, that they should be unable to enter occupations where training may enable them properly to develop.

"I am not here to discuss the subject of child labor in its various phases, but, speaking of course from a somewhat limited knowledge of the whole subject, to unite with thousands of other citizens in urging upon those charged with the education of the young the importance to the commonwealth of the kind of training which best fits the boys and girls for the kind of occupation where they may render the best service of which they are capable.

### **The Lack of Trade Schools**

"I am told that in this entire country there are fewer trade schools than exist in the kingdom of Bavaria, with a population a little greater than that of New York City, and that until the outbreak of the war more workers were being trained in the City of Munich at public expense than in all the larger cities of the United States put together. Whether this statement is absolutely accurate or not, I believe it is obviously true that our schools and educational institutions have not kept pace with similar institutions in other lands in training skilled and proficient artisans and workmen.

"It is with some satisfaction that I bring to your attention



that the State of New York and the City of New York have made very substantial beginnings in establishing vocational schools. At present there are 206 of these schools which receive State aid; 65 being agricultural high schools located in rural communities, 53 being general industrial schools in our industrial cities and towns, 70 being vocational schools for adult workers, who return for evening instruction, and 18 continuation schools for boys and girls who work part of the day and go to school part of the day. There are 25,000 students in attendance at these schools."

President Churchill of the New York City Board of Education said that the presence of several thousand persons at the exposition was "a direct response to the educational unrest of the day, due to the failure of the schools to equip a majority of their pupils properly for earning their livelihoods."

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### **EDUCATIONAL PROGRESS IN THE WEST**

"The West has fewer children," said Dr. Claxton, United States Commissioner of Education, in a recent interview, "and, on the other hand, it does not stint itself in taxation for educational purposes; consequently the children out there have the benefit of whatever money and equipment can provide.

"For example, Oregon leads all states of the Union in giving school credits for industrial work done in the home, and is therefore developing thrift and vocation to an unusual extent in the pupils of the public schools.

"The State of Washington leads the country in the matter of the number of homes for teachers, and as a consequence is giving stability and permanence to the profession of public school teaching. If to these homes, school farms of from five to fifty acres could be attached, men would be glad in many instances to make teaching their business.

"We need more men teachers. We need more teachers that will become identified with every interest of the community in which they teach. The State of Washington and other Western states are approaching the solution of these problems by their teacher-cottage systems in the rural communities.

"California pays its teachers better than any other state. The average salary of public school teachers, including rural and urban, throughout the country is \$490; California pays an average salary of \$950."



## **COLLECTS DATA ON INDUSTRIES**

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### **Interesting Survey for High School Use Compiled by Manual Training Instructor at Anderson, Indiana**

Interesting data for use in outlining and broadening the scope of work in his department, and in measuring the beneficial effects of this work, has been prepared by N. F. Fultz, head of the manual training department of the Anderson, Ind., high school. Mr. Fultz spent the entire summer in visiting factories of Anderson, and in making a survey of the labor conditions therein. In particular the survey checked up the needed skilled labor required and used in the various industries with the courses that are being offered at the high school, both in day work and night school.

#### **Visits Sixty-three Industries**

Sixty-three factories in all were visited by Mr. Fultz. From one or two hours to three days was spent by him at each factory, where, in co-operation with the factory officials, he compiled statistics on actual working conditions. The purpose of Mr. Fultz's extended survey was explained by Superintendent W. A. Denny, to find out what the factories and industries of Anderson need in the line of skilled labor; and with this information as a basis, to work out the problem of how the high school's manual training and other departments may best serve this need. It is explained by Mr. Denny that the problems of other cities along this line, which are met by other educators, may not fit Anderson's case, and that it is the purpose of the local school system to serve, first of all, Anderson's need.

#### **One Thousand Women Employes**

An interesting notation gathered by Fultz, among his other figures, is that there are over 1,000 women employed in the factories of the city, earning an average wage of two dollars per day. That Anderson is the fourth city in the state in regard to the number of employed persons residing therein was another fact established by the survey.

#### **Only Six Apprentices**

The need of the manual training department of the high school, and its advantage to night-school pupils, is shown by

the fact that there are only six apprentices employed in all of the industries visited. It was stated by Superintendent Denny that changed conditions of employment, with factories going at full speed all the time and employing only specialized men in their skilled-labor departments, has necessitated and made possible the trade schools of the present day. While the local high school cannot be classed as a trade school in which apprenticeships are served, it gives the student a thorough training in the principles of the trade he intends following.

The factory men of the city are co-operating heartily with the school authorities in the movement, and promise their help in locating pupils of both the day and night school.

### **Employment of Students**

Shortly after the close of last term, cards were prepared by Mr. Fultz and several of his students, and sent to various graduates of the manual training work, asking as to their employment. Of the answers received, 101 stated that they had already obtained good employment. Sixty-eight, who replied that they had no prospect of employment, were placed in a short time at work that suited them. Seventeen commercial students were secured positions as stenographers, and two more students were placed this week. Other answers received indicated that twenty-two were engaged in farm work.

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### **NEW VOCATIONAL SCHOOL**

*(New Brunswick, N. J., News)*

The new county vocational school which is now in full swing in this city, is a venture that will attract much attention. The school is the outcome of a meeting held several months ago, when Judge Daly, acting under the State aid vocational school law of 1913, signed an order establishing the vocational school for Middlesex and appointed a board of education to govern it.

It must be recognized that the vocational school plan is a new field for New Jersey. In fact, in other sections of the country as well, vocational training is as yet little beyond the experimental stage. Germany leads us in this respect by twenty years, and, of course, perfection in the new system is not to be looked for in a moment.

If vocational training is to be a success it must break away from academic tradition. That has been the trouble with much

of the so-called manual training in many of the schools. This is an experiment along new lines and should be free from all traditions of the academic classroom. The trouble with manual training is that the instruction is all tied up with academic methods. The same formal course is mapped out for every student, and as a consequence individuality and initiative are killed.

We might suggest that for each trade taught in the vocational school there be an advisory committee consisting of one union labor man and one employer. They might advise with the director and county board of education as to the contents of the course of training and the number that should enter the class. overcrowding the trades would thus be avoided.

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### **VOCATIONAL WORK ON LARGER SCALE**

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#### **Circular Addressed to the Parents of Holyoke, Massachusetts, Asks and Answers Important Questions**

The school department of Holyoke, Mass., is prepared to meet a far greater demand for vocational education this coming year than ever before.

The following set of questions and answers have been prepared to indicate the scope and opportunity presented by the school.

The answers to these questions may be of help to you in solving the problem of "What shall I do with my boy?" or "How can my boy discover the occupation for which he is best adapted?"

*Q.*—What does the Vocational School Teach?

*A.*—*a*, Carpentry; *b*, Cabinetmaking; *c*, Machine-shop Practice; *d*, Pattern-making; *e*, Printing; *f*, Steam Engineering.

*Q.*—How can a boy decide which trade he is suited to?

*A.*—A trial period is allowed in any trade selected by the boy and his parents. If the boy does not succeed at the first trade selected he may change to another.

*Q.*—How long will it take the boy to finish a course?

*A.*—That depends largely upon the boy. Some boys may complete their course in two years. Some boys will need three and one-half years to finish the course.

*Q.*—How does the boy secure a job after he has completed his course?

*A.*—The school, through the head of each department, keeps

in close touch with the needs of employers and makes every effort to find positions for boys.

*Q.*—Can the boy earn any money while attending school?

*A.*—Yes. By taking the two-year course in the school and then taking the part-time course he works one week and goes to school the next. Those who take the three and one-half year course in the school earn full wages during the last half of the fourth year.

*Q.*—Of what advantage is it to a boy to learn a trade?

*A.*—His earning power is greater than the boy who depends upon finding a job without the training.

*Q.*—Does a boy learn anything beside his trade?

*A.*—Yes. The boy studies English, Mathematics, History, Science, Civics, and has all the advantages of Physical Training.

### 3,000 TEACHERS IN LOUISIANA SCHOOLS

#### Superintendents Gwinn and Harris Co-operate To Further Cut Illiteracy Percentage

BY EMILE V. STIER

Concert of effort on the part of public school officials of New Orleans, co-operating with the educational authorities of the State of Louisiana, will result in materially reducing the illiteracy percentage of Louisiana. The authorities will accomplish this by giving all classes of children every possible facility to gain knowledge and will encourage an increased attendance in all schools.

Ample provision has been made for the education of the foreign-born, the adults who could not take advantage of opportunities that may have been offered them at a younger age, and also the negroes, who are in the main responsible for the seemingly high percentage of illiteracy in this state.

Publications in various parts of the United States frequently, in the past, have referred to the illiteracy percentage, all of which has done the state no good. While there has been a marked improvement in the last ten or twelve years, yet the state still suffers from the uncomplimentary references. New Orleans and Louisiana have done much to educate the young and also to provide facilities to enlighten those of more mature years who did not take advantage of the opportunity to gain that knowledge that would mean the elimination of Louisiana from the list of states where the illiteracy percentage may appear large.

## **VOCATIONAL TRAINING**

*Rochester, N. Y., Democrat-Chronicle.*

The vocational schools so far established in this country have already proved their ability to turn out young men and women pupils with trained intelligence and definite purpose. But no vocational training movement yet started is comparable in magnitude with a plan now on foot for national support of this form of education. The first step in that movement was taken when the President's Commission on National Aid to Vocational Education submitted its report to Congress.

If the bill should become a law the United States would each year increase its expenditures for the purposes noted until a maximum of \$7,000,000 was reached in 1924. If present ratios should be maintained the United States would then be spending for this form of education more than any other nation in the world. The bill contains many other regulations which will become of major interest only if the bill becomes a law.

There can be no question about the ability of vocational training. This country is developing with remarkable rapidity as a manufacturing nation, and the demand for skilled and intelligent workers will steadily increase. Even more important is agricultural training. Every year it becomes more needful for farmers to make the wisest and most economical use possible of the soil. It is desirable for the nation to be permanently self-supporting, and consequently, in view of the fast increasing population, our natural resources should be husbanded and developed by trained men. Vocational education is needed, and undoubtedly has a brilliant future.

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## **THE JUNIOR HIGH SCHOOL**

*(Rochester, N. Y. Times)*

Reorganization of education under the junior high school plan or something similar is definitely under way, according to Professor T. H. Briggs, whose review of secondary education has just been issued by the United States Bureau of Education.

The junior high school has been defined as an organization of grades 7 and 8 or 7 to 9 to provide means for individual differences, especially by an earlier introduction of prevocational work and of subjects usually taught in the high school. There are now 57 cities in the United States where junior high schools are organized in unmistakable form.



"One advantage claimed for the junior high school," declares Dr. Briggs, "is that it groups children so that subjects seldom taught in the grammar grades may be introduced, thereby giving each pupil a more intelligent understanding of the work of the world, of the possibilities in the subject and in the pupil himself."

The junior high school also makes easier the transition of pupils to the high school. That the change between the elementary and the high school should be so sharp permits no justification. To bridge this gap by earlier introduction to high-school subjects and methods of teaching has greatly improved results, it is claimed.

The junior high school has furthermore greatly decreased elimination of pupils from school. This elimination after the seventh, eighth and ninth grades has been one of the greatest reproaches to our educational system. Any plan that promises to retain children in school beyond these grades is worthy of the most careful consideration.

The statistics given by Dr. Briggs show that a much larger per cent. of students enter high school where junior high schools exist than before they were organized.

That the junior high school furnishes an opportunity for various needed reforms in instruction is the final claim of the new movement, according to Dr. Briggs. He points out that in the junior high school a course of study based on the newer principles of psychology, sociology and economics, various provisions for individual differences, and especially an improved method of teaching, can now be introduced.

Los Angeles, Cal., High School, Butte, Mont., High School, Wisconsin High School, Madison, Wis., and Horace Mann School, New York City, are cited as successfully organized junior high schools, Los Angeles having far outstripped all other cities in developing them.

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#### GENERAL EDUCATIONAL NOTES

Superintendent of Schools W. M. Davidson, of Pittsburgh, intends to make an inspection of the schools of Gary, Ind., with a view to making changes in the Pittsburgh schools. Because the children of a large city are in constant danger while on the streets, some educators are advancing the idea that school hours should be longer. They need not necessarily be used for work and study, but for recreation, under competent management.

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From the platform adopted by the Massachusetts Republicans: "We favor the further extension and development of



opportunity for vocational, technical, and general education and training."

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The new vocational high school at Cedar Rapids, Iowa, is being put to good uses already. The night schools, especially those for foreigners who want to learn our language and history, is one of the best institutions of that section.

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With the opening of the school at Louisville, Ky., a number of valuable features have been added to aid in efficiently training the pupils in both the high schools and the graded schools. Every need for the educational training of the girl and boy along every line is being met, from the literary and scientific course to vocational training. In many of the special features vocational training is stressed to a marked degree, and one of the most interesting courses added at the Girls' High School is the lately established vocational cooking class. This has been designed to train girls in household economics, catering and the management of lunch and tea rooms.

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There are about 500,000 children enrolled in the public schools of the Philippines.

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Miss Ellen M. Haas, of the Ohio Industrial Commission, spoke before the Minnesota State Federation of Women's Clubs of the "need for the extension of continuation and vocational schools." "We find in studying the needs of the children that must go into the industrial world that the states with the largest percentage of children ten to thirteen years old at work have also the largest percentage of illiterates," said Miss Haas. "Together, good child labor and good compulsory education laws decrease illiteracy and crime, increase earning power, elevate citizenship and make real democracy possible."

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Rev. E. W. Allen, of Auburn, N. Y., in a recent address said: "Education to-day fits and prepares for life, and it should furnish the beginning of the equipment for those who do not expect to go further than the high school. Up to this time the education in the public schools has been for the rich, as a preparatory course for college; now it should be for the children of those who pay taxes and need the preparation for life."

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Indian students at Haskell Institute, Lawrence, Kans., have completed a new gymnasium for the school by their own labor. They have demonstrated the practical use of their knowledge of manual arts and crafts learned in the regular term of school. The building provides adequate facilities for the training of 700 students enrolled from all states. The government makes an annual expenditure of over \$240,000 for the maintenance of Haskell Institute.

With an enrollment of 115 boys and 46 girls, the New Bedford, Mass., industrial school opened its fall term.

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Mrs. Percy V. Pennybacker, president of the National Federated Women's Clubs, in a recent interview said: "My hobby is educational work, and the school manse is the issue to emphasize in connection with rural school work," said Mrs. Pennybacker, who interestingly told of the 108 such manses established in the State of Washington. Just how it was done will be demonstrated at the big biennial meeting in New York City next year. "The initial step in the work," she said, "is for the club, or its department of education, to seek to build one school manse in each county. These will then multiply as this value is proved." The open-air auditorium, seating 40,000 and operated in connection with the high school at Tacoma, was cited as an example to localities needing a people's forum.

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In the manual training department of the high school there has been the most noteworthy increase in the size of classes. About 50 more pupils have elected manual training this year than last year, so that 250 pupils are registered in this department, and the classes would be much larger if the equipment permitted. The same statement may be made with equal truth of the domestic science classes. Fifty students are enrolled in the cooking classes, and about 75 in the sewing classes in the two high schools.—*Portland, Me., Press.*

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The registration in Greater New York's public schools is nearing the million mark, according to figures made public by the board of education. The registration this year shows that 831,885 pupils are in attendance at the elementary, high, training, vocational and truant schools of the city, an increase of 23,455 over last year.

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Made possible through the philanthropy of three Washington County persons, the Rogers Industrial School for the children of foreign-born parents, the first of its kind in the United States, is to be founded near the village of Old Concord, Pa. The three persons are a brother and two sisters, Milton B. Rogers and the Misses Elizabeth S. Rogers and Jennie J. Rogers. The property given includes about 360 acres of excellent Washington County farm land and nearly 300 acres of the Pittsburgh vein of coal.

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A class for the advanced instruction of teachers of elementary shop work in the public schools has been started at the Philadelphia Trades School by John C. Frazee, associate superintendent of schools, in charge of vocational training. This is the first class for the training of teachers of elementary shop

work, already engaged in teaching, to be established by any public school system in the country.

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Florida has followed her adoption of a compulsory education law by providing for the medical inspection of school children, under the supervision of the State Board of Health.

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The Essex County, N. J., Vocational School for Girls opened September 13. The first-year course of study in the girl's school will be as follows: Cooking, dressmaking, English, civics, arithmetic and household accounts, food economics and marketing, applied arts, serving. The course will probably take three years.

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"Present day education in American high schools and colleges may do for the 'idle rich,' but it is not practical enough for other young people," said Professor John Dewey, of the Department of Philosophy of Columbia lecturing to Vassar students. "Education now should be along the line of social service," he said. "We will soon come to see the importance of sciences and other practical subjects. We must have vocational training."

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More than 600 pupils have been enrolled in the night industrial classes of Cincinnati. A significant feature at both schools has been the steady enrollment in the commercial and academic courses. Commercial Spanish and commercial law will be taught at West Night School. The law lectures will be open to the public every Friday night. A class in chemistry has been formed, to meet Friday nights.

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The vast majority of boys who attend public schools are compelled by conditions they cannot remedy to drop out while yet in the grades. It is arrant nonsense, says the Sioux City, Iowa, *Tribune*, to argue that it will injure such boys to be instructed in some trade by which they can rise above the level of unskilled labor. Those who are so fortunate as to be able to go on with their studies into the realm of the professions may still go on. The lift offered to the poor boys does not detract from their opportunity. On the contrary, it means a more productive laboring element in the country for middlemen to thrive on by and by.

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The Garrison industrial school for negroes, located in Kansas City, has a total enrollment this fall of 109 pupils, forty-three of whom are young men and women who have returned to school after having left to go to work, and who are now attempting to fit themselves for more profitable employment and for greater service to their employer. The advanced courses include the use of sewing machines, pattern drafting, cutting, fitting, making

complete suits and simple embroidery stitches, the principles of food selection, buying, preparing, cooking and serving of foods. For boys, carpentry, cabinetmaking, house decorating and house painting are offered.

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Data showing the phenomenal growth of high school plants in Louisiana during the last eight years, courses placed in the high schools in an attempt to respond to the needs of the children, the high quality of instructors, and the difficulty of holding the students until graduation, have been compiled by C. A. Ives, State High School Inspector. The present value of the high school buildings of the state is \$3,451,816. In 1907 this value was \$65,000. The increase during the last eight years has been 5,000 per cent. The popularity of vocational training is indicated by the number of students enrolled in such courses as stenography, bookkeeping, domestic science, mechanical drawing, shop work and agriculture.

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It is estimated, from the increased enrollment at the High, Normal, and Nicholls schools, that the total enrollment for the public schools of New Orleans this year will exceed 50,000, some 1,500 more than last year. With the improvement of these schools there has been a steady increase in the enrollment, which is rapidly approaching what it ought to be, says the *Times-Picayune*. The same information comes from the parishes, many of which have opened their schools early this year and in advance of the city.

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Millinery will be taught in the high school of Sioux City, Iowa, this year in connection with a new course in domestic art. The theoretical as well as the practical side of domestic art will be taken up. One hour will be spent each week in studying the values and uses of various textiles. By this course it is pointed out that a girl will have a much better idea of what materials are good and what are bad when she goes shopping. Anyway, those who complete the course will have an idea of the differences in the many materials sold in department stores. Spinning and weaving of fibers will be explained thoroughly. Adulteration of textiles will be taken up, as will the buying of materials for clothing. Classes will be taken through the large department stores of the city so that they may have an opportunity of examining at first hand the different fabrics as they are offered to the buying public. The hygiene of clothing will be included in the new course. Care and repair of clothing also will be taught. The history of costumes and the economics of dress will be part of the program for the year. Work in designing, use of patterns and actual cutting and making of garments will be taught. This will lead to costume tailoring, Superintendent Clark said. During the second semester there will be classes in embroidering, crocheting and knitting.

Last year the Richmond, Va., schools furnished courses of instruction to 4,843 children and adults, providing an efficient teaching corps of 123 instructors in sixteen schools. This year it is reasonably certain that the number of schools will be materially increased and the total enrollment will go much beyond that of any session in the history of the Richmond night schools. Prior to 1911, when the John Marshall Night High School was opened, no instruction was given in branches other than elementary subjects, nor was there any attempt at vocational training. Since that time commercial and industrial students have been given especial attention. The hundreds of Richmond men and boys who ply their several trades by day, whether they be printers, machinists, blacksmiths, boilermakers, carpenters, bricklayers, sheet metal workers, plumbers, electricians or plasterers, may study by night, with a competent corps of instructors. For the girls, courses in cooking, nursing, serving, household decorating, sewing, dressmaking, millinery, novelty work, salesmanship, typewriting, stenography, and bookkeeping are provided. Thus, not only are the girls who are obliged to earn their living given helpful training in their various vocations, but those who will be future home makers are made more competent to make home more comfortable. This year the John Marshall Night High School, under the direction of W. C. Locker, will be given over entirely to commercial and academic work. Commercial subjects, including bookkeeping, arithmetic, penmanship, shorthand, typewriting and business English, will be taught, while, in the academic school, instruction will be given in Latin, Spanish, French and German.

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An industrial survey of Pennsylvania, covering all the large manufacturing plants and other establishments where more than five children are employed, will be conducted by the State Department of Labor and Industry, with the co-operation of school authorities, with a view to locating continuation schools where they are most needed. The survey will be made by a corps of ten competent factory inspectors.

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This year will undoubtedly witness an advance in salesmanship classes in the Springfield, Mass., schools, and also closer connection between manufactories and the schools. Worcester is inaugurating novel procedures along these lines which are well worth studying. Superintendent Homer P. Lewis recommends the establishment of a school in salesmanship, which would be in session five days a week, from 9 A.M. to 12 o'clock, for the benefit of clerks who would be at liberty to attend to their regular duties in the stores where they are employed in the afternoon.

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The new domestic science and manual training departments in the Atlantic, Iowa, schools are proving most popular, and 225



boys are enrolled in the manual training and more than 200 girls in the domestic science and home economics department.

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An attendance of 15,000 is announced this year in the various grammar and night high schools of Buffalo, N. Y.

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That general culture, as it is known in colleges and universities, combined with vocational training, constitutes the best system of education was the keynote of the address of Chancellor Elmer Ellsworth Brown of New York University at a meeting which marked the eighty-third annual opening of the academic year of the university.

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One of the few departments of its kind in the United States is to be started this season in the Margaret Morrison Carnegie School for Women of Pittsburgh, when a department of psychology and education, under Professor Walter Van Dyke Bingham, receives its first pupils. The new section of the school will be part of the new course open to teachers and others desiring instruction in teaching manual training, industrial arts and the like. One of its main purposes is to enable instructors to aid their students in discovering the vocation for which they are best fitted. A system of mental tests invented by Professor Bingham is to be used in the work.

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Never before has there been such a large number of applicants for work among the students of the University of Pittsburgh, according to J. G. Quick of the department of school relations, who is in charge of the university employment bureau.

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The day may not be far distant when Philadelphia school children will have their geography lessons visualized on the motion picture screen, and their knowledge of the industrial world augmented by the same means, if the hopes of some of the city's most progressive educators are realized, says the *Ledger*. Already the potential value of the motion picture machine in the school-room is admitted. The obstacle preventing its universal adoption for instruction in various branches lies in the expense that would be thereby entailed. In every new elementary school building erected in New York City a booth for the installation of motion picture apparatus is included. Some of the schools already have purchased machines with money raised through entertainments, and it is the belief of those interested in this phase of education that what can be done in New York also is feasible in Philadelphia.

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Educators have commented upon the number of South American students who are coming to the United States this fall. In former years those young people went to Europe to be edu-



cated, but now that the war has involved almost all those countries, their attention has been directed to these shores. From Venezuela alone there will come to this country this year over eighty young men who will attend colleges or universities.

Sixth, seventh and eighth grades of the Carpenter school, Duluth, Minn., will be conducted as an all-day industrial school, as was done last year. Manual training, drawing, cement work, carpentry, forge work, shoemaking, sewing, cooking, millinery and bookkeeping will be taught.

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## Committees of The National Association of Corporation Schools 1915-16

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### Trade Apprenticeship Schools

J. W. L. Hale, *Chairman*,  
The Pennsylvania Railroad Co.,  
Altoona, Pa.  
W. L. Chandler,  
Dodge Manufacturing Co.,  
Mishawaka, Indiana.  
J. M. Larkin,  
Fore River Shipbuilding Corporation,  
Quincy, Mass.  
F. W. Thomas,  
Atchison, Topeka & Santa Fe Railway,  
Topeka, Kansas.  
Paul V. Farnsworth,  
Cadillac Motor Car Co.,  
Detroit, Mich.  
Thomas G. Gray,  
Southern Pacific Co.,  
Sacramento, Cal.

### Advertising, Selling and Distribution Schools

Dr. Lee Galloway, *Chairman*,  
New York University,  
New York, N. Y.  
Professor M. T. Copeland,  
Harvard Business School,  
Cambridge, Mass.  
O. B. Carson,  
American Optical Co.,  
Southbridge, Mass.  
Frank L. Glynn,  
Boardman Apprentice Shops,  
New Haven, Conn.  
J. T. Spicer,  
Thomas Maddock's Sons Co.,  
Trenton, N. J.  
F. E. Van Buskirk,  
Remington Typewriter Co.,  
New York, N. Y.  
W. W. Kincaid,  
The Spirella Co.,  
Meadville, Pa.

### Accounting and Office Work Schools

George B. Everitt, *Chairman*,  
National Cloak and Suit Co.,  
New York, N. Y.

### Special Training Schools

J. W. Dietz, *Chairman*,  
Western Electric Co.,  
Chicago, Ill.  
J. E. Banks,  
American Bridge Co.,  
Ambridge, Pa.  
T. E. Donnelley,  
R. R. Donnelley & Sons Co.,  
Chicago, Ill.  
Fred R. Jenkins,  
Commonwealth Edison Co.,  
Chicago, Ill.  
W. K. Page,  
Addressograph Co.,  
Chicago, Ill.

### Retail Salesmanship

James W. Fisk, *Chairman*,  
J. L. Hudson Dept. Store,  
Detroit, Mich.  
Miss Beulah Kennard,  
105 West 40th Street,  
New York, N. Y.  
Miss Lilian Meyncke,  
The Rike-Kumler Co.,  
Dayton, Ohio.  
H. G. Petermann,  
United Cigar Stores Co.,  
New York, N. Y.  
Mrs. Lucinda Prince,  
264 Boylston Street,  
Boston, Mass.  
Ralph W. Kinsey,  
Dives, Pomeroy & Stewart,  
Reading, Pa.

### Employment Plans

F. P. Pitzer, *Chairman*,  
Equitable Life Assurance Society,  
New York, N. Y.  
N. F. Dougherty,  
The Pennsylvania Railroad Co.,  
Philadelphia, Pa.  
Philip J. Reilly,  
Dennison Manufacturing Co.,  
Framingham, Mass.  
Edward B. Saunders,  
Simonds Manufacturing Co.,  
Fitchburg, Mass.

# Committees of The National Association of Corporation Schools 1915-16

## Accounting and Office Work      Employment Plans—Continued. Schools—Continued.

Dr. Louis I. Dublin,  
Metropolitan Life Insurance Co.,  
New York, N. Y.

R. H. Puffer,  
Larkin Co.,  
Buffalo, N. Y.

H. A. Hopf, Phoenix Mutual Life Insurance Co.,  
Hartford, Conn.

Frederick Uhl,  
American Telephone & Telegraph Co.,  
New York, N. Y.

William R. DeField,  
Montgomery Ward & Co.,  
Chicago, Ill.

W. M. Skiff,  
National Lamp Works, General Electric Co.,  
Nela Park, Cleveland, Ohio.

## Public Education

E. H. Fish, *Chairman*,  
Norton & Norton Grinding Companies,  
Worcester, Mass.

E. G. Allen,  
Cass Technical High School,  
Detroit, Mich.

Arthur E. Corbin,  
Packard Motor Car Co.,  
Detroit, Mich.

Arthur W. Barie,  
Winchester Repeating Arms Co.,  
New Haven, Conn.

Miss Harriet Fox,  
Strawbridge & Clothier,  
Philadelphia, Pa.

## Safety and Health

Sidney W. Ashe, *Chairman*,  
General Electric Co.,  
Pittsfield, Mass.

L. H. Burnett,  
Carnegie Steel Co.,  
Pittsburgh, Pa.

Arthur T. Morey,  
Commonwealth Steel Co.,  
St. Louis, Mo.

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Tufts College,  
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American Telephone & Telegraph Co.,  
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Roosevelt & Thompson,  
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Southern Pacific Railroad Co.,  
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The New York Edison Co.,  
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There will be no regular membership committee appointed other than Chairman and Secretary, but all members of the Association will be asked to co-operate in securing new memberships.

